



Waverley Studio College SEND Local Offer

This report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Q1: Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Our school has a SPECIAL EDUCATIONAL NEEDS coordinator; we usually call her the SENCO. Her name is Alison Johnson. If you would like to talk to her then you can phone school and arrange to meet or call. The phone number to contact our SENCO is 0121 566 6622 or email alison.johnson@waverleystudiocollege.co.uk the best way to contact our SENCO is by email.

Q2: Does Waverley Studio College have students with SEN?

We are a mainstream school for pupils aged 14-19 and the majority of our students are expected to reach the education standards for their age. A small number of our students do have special educational needs. Students are identified as having SEN when their progress has slowed or stopped and the interventions or resources etc. we normally put in place do not enable improvement. We have specific plans and student profiles which help support their development and speed up progress.

Q3: What kinds of SEN do you make provision for at Waverley Studio College?

In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

We know that some pupils will have difficulties in more than one area and we will always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the student is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Students with SEN in our school may have difficulties with:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory difficulties with sight or hearing, or physical difficulties

Q4: How does the school know if a student has SEN?

Our teachers closely monitor the progress made by all students and ask advice from the SENCO as soon as they have concerns about any student. The SENCO might suggest other programmes or temporary additional support. Where planned intervention fails to help close the gap, specialist external support, advice or

assessment may be sought. In this case the SENCO and mentor or subject teacher will meet with parents/carers and the student and together agree that additional SEN support will be put in place. At all times close liaison with parents will be a priority. All staff are made aware of our students with SEND to support them throughout their school life.

Q5: How will I know if my child is receiving SEN support?

As soon as your child's SEN has been identified we will contact you to discuss plans to help him or her make better progress. You may have already had dealings with SENAR if your child has an Education Health and Care Plan (EHCP)

Q6: Where can I find information about the school SEN policy?

You can find our SEN policy on the school website. This will give you information about how we strive to ensure students with SEND make progress in line with their peers.

Q7: How will I know that my child is making good progress?

We have robust tracking and assessment processes. For every child there are face to face parent consultation evenings, termly progress checks and one full written report each year. Each year group have a Parents evening - These are the formal opportunities to hear about your child's progress both socially and academically. For children on the School SEND Register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need.

Q8: How do you check and review the progress made by students with SEN?

All teachers constantly check and review progress made by all students (See Q7). As a parent of a child with SEN and who is receiving specific intervention, you will be invited into school or contacted by telephone or email to update you on your child's progress. This will happen at least termly. Parents of a child with an EHC plan will be invited to discuss the progress of their child on a termly basis. Progress, attendance, behaviour, readiness for learning, self-esteem, and any other relevant area could be agenda items. At face-to-face meetings, parents, SENCO and outside agency specialists may be present. We will always try to inform parents in advance of the meeting who will be present. Parents/carers can ask for any trusted adult, such as a grandparent, to accompany them to the review meeting.

Q9: How will I be involved in those reviews? Who else will be there?

All students with SEN will have their progress reviewed at least three times a year. Staff will arrange to meet the parent/carer and the student to discuss their progress.

Where an external agency has been working with the student, this specialist may be invited to contribute to the meeting.

A student who holds a Statement/ Education Health and Care Plan will have an Annual Review meeting involving the SENCO, parent/carer and student, as well as any other relevant parties. Parents may invite someone to accompany them if they wish .

Q10: How do your teachers help students with learning difficulties or disabilities, to learn? How can I find out more about what my child is learning at the moment?

All teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what your child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress to achieve their individual target. The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENCO or specialists from outside school, to enable your child to access the learning tasks.

- Throughout the school year there are opportunities to meet with the school staff about aspects of the curriculum for example parents consultation evening. You can also contact subject staff directly.

There is information about the school curriculum on our website at <http://waverleystudiocollege.co.uk>

Q11: How have you made the buildings at Waverley Studio College site safe and welcoming for students with SEN or disabilities?

The school is comprised of three main blocks. There are lifts in the two main blocks, so upstairs areas are totally accessible to wheelchair users. Disabled access toilets are available on every floor. We also have special areas assigned for physiotherapy for those students who require this extra support.

Q12: Is there any extra support available to help students with SEN with their learning?

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes.

Students with SEN might be supported in any of the following ways:

Individual or small group work which may take place before or after school or during the school day;

- In-class support from a Teaching Assistant.
- Access arrangements for examinations, based on need, history of need, and whether it is the student's usual way of working.
- Intervention from external agencies.
- Where completion of homework is an issue, there is a student homework after school.

Q13: How will I know if my child is getting extra support?

Parents will receive notification that their child is receiving additional support.

Q14: How does Waverley Studio College support students' emotional and social development?

Waverley Studio College has a strong pastoral team in place starting with the Learning Coaches and tutor groups. The Pastoral staff may provide mentoring or put in place specific interventions for individuals or groups where need is identified. The School provides a Well-being Mentor on site on one day a week. When appropriate the advice and support of outside agencies is sought. The school works with Communication and Autism Team (CAT), Birmingham Sensory Support Services. In addition, we support or may suggest referrals where appropriate to our School Nurse and Forward Thinking Birmingham.

Q15: How are the staff in school helped to work with children with SEND and what training do they have?

All classroom Teachers receive information about the special educational needs and disabilities in their classes. Continuing Professional Development (CPD) in regards to SEN is accessible to all teaching staff, supporting them to build on their previous experience and keep abreast of new developments. Support staff are provided with a training programme which covers a variety of SEND. The expertise of outside agencies is sought when appropriate to deliver training to specific groups of staff with regard to specific students or types of SEND. Training and advice is available from agencies such as CAT, Sensory Support Services, Speech and Language Education Service, Educational Psychologist Service, Pupil Support Services. A number of teachers and support staff have specialist skills and qualifications.

Q16: How will the teaching be adapted for my child with SEN?

Class Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Where a student requires additional technology or equipment and it is a reasonable adjustment to do so, the school will provide this. The school will seek support through Birmingham Access Technology Service and, in case of a student with a Hearing or Visual Impairment, the Sensory Support Service.

Additional equipment previously or currently secured by the school includes:

- Notebooks and word-processing technology (Reader Pens)
- Writing slopes
- Coloured overlays and reading rulers
- Accessible toilet

Q17: How will I be involved with planning for and supporting my child's learning?

There are opportunities for you to be involved in planning for and supporting your child's learning through the year. These include transition meetings for students who are transferring to Waverley Studio College, parents' evenings for all students in the year group, targeted parents evening for particular subjects, review and planning meetings. Please be assured that parents/carers will be informed as soon as the school has identified that their child has SEN and that the school will work in partnership with the parents/carers to plan and review any SEN support.

Q18: Who will help me to support him/her at home?

Staff will be able to discuss with you what you can do at home to support your child. External support is also available through positive parenting and the ASD support group (for parents of students with Autism). Please contact the SENCO for contact details.

Q19: How is my child involved in their own learning and decisions made about his /her education?

Students are involved in shaping their own learning through dialogue with their teacher on a daily basis. They are also involved in planning and review meetings, including the Annual Review of the Education Health and Care Plan. Regular department learning walks make good use of student voice and student voice activities to ascertain the views of students about their education.

Q20: How will we support your child when they are leaving this college or moving on to another class?

We aim to make times of transition as easy as possible for the students in our school. If appropriate, when starting at our school we:

- Meet with the student and their parents to talk about their needs and answer any questions about our school.
- Meet with staff at the student's previous school or setting.
- Read reports from people who have worked with the students.
- Arrange visits to our school so the student gets to see it before they start properly.
- Give any adults working with the child a one page profile describing the things that help to support them in school.
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When moving to a new school we:

- Hold a person centered review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the student wants.
- Talk to the student and their family so we can answer any questions they may have about the new school.

Q21: What can I do if I am not happy with the provision for my child?

Your first step should be to make contact with the SENCO. If this still doesn't resolve your concern the school has a policy on dealing with unresolved issues.

Q22: Who are the other people providing services to children with SEN in this school?

The school seeks to ensure that all students make required or better progress and makes provision within the staffing to do this as far as is possible. It may be necessary to secure support from outside agencies. The governing body procures services from particular agencies. Other services are universally available, in particular those provided by the NHS.

The school's Service Level Agreements and contracts cover the following agencies:

- Communication and Autism Team
- Speech and Language Education Service
- Educational Psychology Service
- Birmingham Access & Technology Service
- Sensory Support Service
- Pupil and School Support

The following are universal services routinely used by the school:

- Forward Thinking Birmingham
- School Nursing Group

Q23: Who should I contact to find out about other support for parents/carers and families of students with SEN or disabilities?

Further information about support for parents can be sought from the pastoral staff. Specialist advice is available from:

SEND Information, Advice and Support Services (IASS) (formally Parent Partnership Service)

SEN Management Services

<https://www.birmingham.gov.uk/sendias>

Lancaster Circus
PO Box 16289
Birmingham
B2 2XN

Telephone: 0121 303 5004

Email: sendias@birmingham.gov.uk

Communication Autism Team

<http://accesstoeducation.birmingham.gov.uk/>

Jaffray Building

Fentham Road

Birmingham

B23 6AB

Tel No: 0121 303 1792

Email: a2e@birmingham.gov.uk

Q19: Where is Birmingham Local Authority's Local Offer?

The Birmingham Local Authority's Local Offer can be found at: <https://www.birmingham.gov.uk/senar>